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ABSTRACT

This booklet is a collection of proven exemplary educational programs and practices from the National Diffusion Network (NDN) of Michigan. As part of a two-part series, this publication covers administration and organizational arrangements. The NDN facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The information contained in this booklet presents descriptions of educational programs that have been successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The introductory pages contain an alphabetical table of contents, an index of programs by category, and an index of programs by grade levels. Thirty-four projects are described in terms of audience, description, requirements, costs, services, and/or contacts. (SI)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

Administration/Organizational Arrangements

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

ADMINISTRATION/ORGANIZATIONAL ARRANGEMENTS PROJECTS

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ADMINISTRATIVE COOPERATIVE IN EDUCATION. A multidistrict cooperative program providing services to Chapter I teachers, students, and parents. Approved by JDRP for administrators, teachers, intermediate service agencies and students involved in Chapter I projects.

Description The primary goal of ACE is to provide quality Chapter I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher inservice and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan, evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations, is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school-year and summer programs have been developed and instituted successfully through the combined efforts of the teachers across the districts.

Contact *Norman Ronell, Project Director; ESU #7 Chapter I Cooperative; 2657 44th Ave.; Columbus, NB 68601. (402) 564-4414.*

Developmental Funding: USOE ESEA Title I

JDRP No 78-197 (11/17/78)

ALTERNATE LEARNING PROJECT (ALP). A community-based alternative to traditional school, offering a complete program and Special Focus Programs to supplement existing programs. JDRP approved for grades 9-12, all abilities.

Description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision-making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required), and the ALP Core Diploma requirements (according to which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

Contact *John J. Ramos, Director; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9194 or 9195.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-86 (6/6/74)

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL). Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

Description ACIL's inservice program is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing and arithmetic). Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the Utah System Approach to Individualized Learning (U-SAIL) project, help teachers establish an instructional management plan that more nearly meets individual learner needs. Basic components include humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed through an integrated and systematic inservice training program. The teacher inservice training uses a practical how-to approach supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona—urban, inner-city, suburban and rural communities—with diverse socioeconomic, ethnic, and cultural student characteristics. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training. Administrative support is essential.

Contact *L. Leon Webb, Director; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4680.*

Developmental Funding: USOE ESEA Title III

IDRP No. 76-96 (10/4/76)

CAM: DEMONSTRATION EVALUATION CENTER. Dissemination/implementation of computer assisted instructional management systems.

Audience Approved by JDRP as a program for evaluating and monitoring instructional objectives grades K-12.

Description CAM is a microcomputer based instructional management system designed to support objective-based instruction, competency based instruction and mastery learning approaches using teacher-defined objectives.

The Evaluation Center has developed and operates a computer-based instructional management system that provides relevant data to teachers and students after each test taken on course objectives. Also available for inclusion in the printout are data on class performance on each objective and a test form evaluation. The time needed to get this information back to a classroom that has just been CAM tested is generally 24 to 48 hours from the date of testing.

Teachers using the CAM system of monitoring student achievement first commit themselves to basing their instruction on course objectives developed by curriculum groups and teaching teams in the district. They also test the course objectives on a regular basis: every two to three weeks. The objectives are tested by teacher-developed test items generally five to ten for each objective. Most teachers request tests that are pretest, posttest, and retention test in one.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. Approximately 1,000 classrooms (grades 1-12) are using the system in subject areas including math, science, social studies, English, and reading. The Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

This project has been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site can see other applications of the uses of computers in education.

Requirements CAM is available for adoption in a single classroom or building. Adoption site personnel must have a willingness to develop instructional objectives/test items, have access to computer facilities (micro, mainframe, etc.), and must participate in staff development training.

Costs Microcomputer/printer/optional card reader: $2,000-$2,500; CAM software: $400; Mastery Management System: $400; local staff workshop time (one or two days), adopter implementation support, teacher and aide time: $2,000.

Services Awareness material packet available at no cost. Visitors are welcome at project site by appointment. Project staff available for awareness meetings, training, implementation, project evaluation consultation, and follow up services (costs to be negotiated).

Contact ***Marie Weld, Don Session, Lee Rodzi, John Erickson, or Pam Askeland; Evaluation Center/Room 246; Hopkins Public Schools; 1001 State Highway 7; Hopkins, MN 55343. (612) 933-9230.***

Developmental Funding: USDE Title III

JDRP No. 85-10 (315/85)

CASHFLOW FORECASTING SYSTEM. A computerized method of forecasting cashflow for use in making investment and loan decisions. Approved by JDRP for school administrators and accountants who make investment or loan decisions.

Description This system was installed to assist in the making of investment and loan decisions and, specifically, to produce at least an eight percent increase in general fund interest earnings for the Jefferson County School District. The system provides the ability to enter forecasted and actual data for four different funds and then to project the cash balance for each day of a fiscal year. The data are revised to reflect actual transactions, and the projected cash flow balance is automatically recalculated for each day remaining in the fiscal year. Since it was put into operation in April 1979, the system has proved to be far more effective than the informal, manual system it replaced. Financial management can now be based on the most complete and up-to-date information possible, with the data available almost instantly. A computer terminal and a computer system that supports terminal operations and provides disk availability are used. The programming language is BASIC because this is the language normally used to teach computer programming to students. The Jefferson County School District already had a BASIC instructional program, so the necessary hardware and software were available for the Cashflow Forecasting System at no additional cost. The system provides the ability to process four separate funds. The types of financial data processed include loans and investments, payroll deductions, bond payments, and four optional revenue and three optional expense categories.

Contact *Charles W. Grissett, Treasurer; Jefferson County Board of Education; 3332 Newburg Rd.; Louisville, KY 40218 (502) 456-3234.*

Developmental Funding: Local JDRP No. 80-13 (8/18/80)

CENTRALIZED CORRESPONDENCE STUDY: Individualized home study. CCS is an exemplary program which delivers an individualized home study elementary (1-8) education via correspondence.

Audience Approved by JDRP for students of all ability levels, grades 1-8.

Description The most important function of this program is to prepare students to be productive individuals. The program and courses are designed to meet that goal. Courses for 1-8 are divided into nine units of work comparable to nine months of a regular school year. Included are Reading, Language, Spelling, Math, Social Studies, Science, Art, Penmanship, Health and Physical Education. Each course clearly states the course's goals, unit objectives and daily objectives. Textbooks, lesson plans, worksheets, examinations, and most school supplies are provided for the student. Students enrolled in CCS usually work at home under the supervision of an adult "home teacher." The home teachers supervise daily work and monitor tests. CCS furnishes instructions and assistance from certificated advisory teachers located in Juneau. Home teachers send a unit of the student's work to the advisory teacher once a month. The role of the advisory teacher is to evaluate the student's lessons, grade exams, provide supplementary materials for enrichment or remedial purposes, and assign a final grade in each subject.

Grades 1-8 demonstrate reading and math achievement commensurate with or better than that of their state and national peers.

Requirements The program can be adopted at a variety of levels. Adopters may develop daily lesson plans or purchase them, along with the necessary materials, from Centralized Correspondence Study. The "Writers Guidebook," detailing information on how to develop lesson plans, is available upon request. It is essential that the student, parents and school personnel have a strong commitment to this type of educational delivery system.

Costs Costs vary since they depend upon the degree of implementation desired, and the amount of staff and materials to be developed. They also depend upon the level of assistance desired of CCS and the use of and/or adaptation of existing CCS courses.

Services Visitors are welcome by appointment. Staff available for awareness presentations and training workshops (cost negotiated). Print material (brochure, program overview, and newsletter) available upon request, free of charge in limited quantities. Complete 1-8 courses available with answer keys on a cost recovery basis. Secondary courses for 9th and 10th graders' area also available.

Contact ***Darlene Wicks, Project Director, Centralized Correspondence Study; Department of Education; Pouch GA; Juneau, Alaska; 99801. (907) 465-2835.***

Developmental Funding: State ESEA Title IV-B

JDRP No. 83-13 5/27/83

CHAPTER I READING, GRADES 2-6 (formerly Title I Reading, Grades 2-6). A diagnostic/prescriptive approach to the teaching of remedial reading through a locally developed management system. Approved by JDRP for students grades 2-6 performing at or below the 40th percentile in reading residing in Chapter I attendance Centers.

Description The major goal of the Fort Dodge Chapter I reading projectis to provide individualized instruction for target students so that they may become competent, independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series and to the needs and philosophy of any adopting district. This system has five components. The Hierarchy of Skills is a listing of essential reading skills stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the hierarchy are decoding, lanaguage development, and comprehension. There are pre and post-tests for each skill. The Individual Student Record Form is a chart listing all of the skills in the hierarchy in condensed form. For each skill there is space for pre and post-testing dates and teachers' comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. A Resource File consists of instructional materials coded to correspond to skills in the heirarchy and described on file cards, as well as suggestions for teaching specific skills and examples of student activities. The Parent Report Form, "From School House to Your House", is a nonthreatening progress report form to be used when conferences are not held. The Parent Handbook is an idea book of activites for parents to use in everyday situations to build reading skills.

Contact *Carol Johannsen, Chapter I Coordinator; or Gordon Willard, Curriculum Director; 330 1st Avenue North; Fort Dodge, IA 50501. (515) 576-1161.*

Developmental Funding: USOE ESEA Title I

JDRP No. 79-13 (4/17/79)

A COMMUNITY APPROACH TO YEAR-AROUND EDUCATION. (Project C.A.Y.R.E.). Designed to meet student learning needs effectively through the use of an alternative calendar. Approved by JDRP for grades K-8. This program has been used in other settings for grades 9-12.

DESCRIPTION The 45-15 year-round calendar divides the student population into four groups. Each group attends schools for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

CONTACT *Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.*

Developmental Funding: USOE ESEA Title III

JDRP No. 78-160 (3/15/78)

COMPUTERIZED PUPIL ATTENDANCE ACCOUNTING/CENSUS SYSTEM. A computerized system for tabulating and processing state-mandated census and pupil attendance figures and reports. Approved by JDRP for local education agencies and consortia of local education agencies.

Description This system was set up with the objective of reducing by 40% the time required to compile and maintain pupil accounting and census information and to prepare the monthly and annual reports that are state-mandated in Kentucky and that are the basis for determining each school district's funding. By shifting from a system maintained by hand to a computerized system, the 38 school districts that are members of the Eastern Kentucky Educational Development Corporation have found it possible to make more efficient use of district personnel. The system is set up to allow for yearly initial input of student information, ten monthly cycles of collecting and reporting attendance data, annual reporting of attendance and other statistical data, and periodic and annual reports of census data for state and local use. The system is designed to produce these reports: teacher's record of daily attendance, teacher's monthly attendance report, principal's monthly attendance report, principal's annual attendance report, superintendent's annual statistical report, attendance growth factor report for first two months, annual census report, and other management reports needed by school district administrators.

Contact ***Stan Riggs, Director; Kentucky Educational Development Corporation: 440 Bellefonte Street; Russell, KY 41169; (606) 836-0204 / (800) 562-8983.***

Developmental Funding: USOE ESEA Title IV-C and JDRP No. 81-I (5/18/81) Local Funds

CROSS-AGED STRUCTURED TUTORING PROGRAM FOR MATH.

Audience Approved by JDRP for elementary grades 2-8.

Description The Structured Tutoring Program in Math is a pull-out program which combines tutoring in basic skills with a continuous assessment of the child's progress on a daily basis. It also features immediate feedback and positive reinforcement techniques which are literally built into the instructional materials. The thrust of the program is to identify the child who is deficient in basic math comprehension skills as early as possible and to supply the necessary intervention to help him/her function within the school system on a positive encouraging basis. Identification of students begins with an initial screening which uses the total Math subsection of the Stanford Achievement Test. The Harrison Diagnostic Criterion Referenced Test is then administered which gives an individual prescriptive plan for tutoring in the skill sequence. Once students needing supplementary educational assistance are identified, they receive the Stanford Diagnostic Math Test as a pre-post assessment for evaluation. Students entering during the year are referred by teachers or counselors.

Requirements A paraprofessional Tutor Manager per 40 Student Tutors is necessary. Listing of specific material requirements can be provided by project personnel. The program may be implemented on a class, school, or district level.

Costs The cost for implementing a program serving 50-60 students is approximately $12,959. This includes personnel (1 Tutor Manager and 1 Adult Tutor), training, equipment, and materials. No special facilities are required. Average per pupil cost over a 5 year period was $216. Average pay for a paraprofessional is $5.50 per hour.

Services All Adult and Student Tutors receive training in positive reinforcement strategies, use of the sequenced materials, and recordkeeping activities. In addition, Tutor Managers and Adult Tutors are trained in testing techniques. Awareness materials are available at request at no cost from the Boise School District. Sample tutoring materials can be ordered from METRA Publishing, 366 South 500 East, Suite #103, Salt Lake City, Utah 84102.

Contact Dr. Geri Plumb, Coordinator of Federal Programs; Boise Public Schools; 1207 Fort Street; Boise, ID 83702. (208) 338-3400, ext. 246.

Developmental Funding: ECIA Chapter I

JDRP No. 83-20 (3/17/83)

A CROSS-AGE STRUCTURED TUTORING PROGRAM FOR READING.

Audience Approved by JDRP for Elementary Grades 2-8.

Description The Structured Tutoring Program in Reading is a pull-out program which combines tutoring in basic skills with a continuous assessment of the child's progress on a daily basis. It also features immediate feedback and positive reinforcement techniques which are literally built into the instructional materials. The thrust of the program is to identify the child who is deficient in basic phonetic and comprehension skills as early as possible and to supply the necessary intervention to help him/her function within the school system on a positve encouraging basis. Identification of students begins with an initial screening which uses the total Reading subsection of the Stanford Achievement Test. The Harrison Diagnostic Criterion Referenced Test is then administered which gives an individual prescriptive plan for tutoring in the skill sequence. Once students needing supplementary educational assistance are identified, they receive the Stanford Diagnostic Reading Test as a pre-post assessment for evaluation. Students entering during the year are referred by teachers or counselors.

Program Effectiveness: During the last 6 years, the Cross-Age Structured Tutoring Program for Reading has made an average gain of 10.1 N.C.E. points per year in Comprehension as measured by Fall to Spring pre-post testing using the Stanford Diagnostic Reading Test.

Requirements A paraprofessional Tutor Manager per 40 student tutors is necessary. A listing specific materials and training requirements can be provided by project personnel. The program may be implemented in a class, school, or district level.

Costs Cost for implementing a program serving 50-60 students is approximately $15,000. This includes personnel (1 Tutor Manager and 1 Adult Tutor), training, equipment and materials. No special facilities are required. Average per pupil costs, over a 5-year period, were $297. Average pay for paraprofessionals is $5.50 per hour.

Services All Adult and Student Tutors receive training in positive reinforcement strategies, use of the sequenced materials, and record keeping activities. In addition, Tutor Managers and Adult Tutors are trained in test techniques. Awareness materials are available at request at no cost from the Boise School District.

Contact ***Dr. Geri Plumb, Coodinator of Federal Programs; Boise Public Schools; 1207 Fort Street; Boise, Idaho 83702. (208) 338-3400 ext. 246.***

Developmental Funding: ECIA, Title I

JDRP No. 83-20 (3/17/83)

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP). A new method of organizing and managing an academic classroom.

Audience Approved for the apathetic learner, the "discipline problem," the poor attender, and the poten- tial dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

Description The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objec- tives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and dis- play information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic clas- sroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

Requirements The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a se- parate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flex- ible scheduling.

Costs DEEP training manuals with student activities cost $5 per inservice workshop participation. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for tea- cher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to at- tend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.***

Developmental Funding: USOE ESEA Title III

IDRP No. 76-82 (6/23/76)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Patricia Morley, Director, Project F.I.S.T.; Division of Community Education; Middlesex County College; 170 French Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.***

Developmental Funding: ESEA TITLE VI; STATE

JDPR No. 83-35 (3/23/83)

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.***

Developmental Funding: USOE Right to Read

JDRP No. 79-2 (2/16/79)

HOSTS Reading: Help One Student To Succeed. A Diagnostic/prescriptive/tutorial approach. A computerized version of HOSTS Reading is available.

Audience Approved by JDRP for students of all abilities, grades 2-6. This program has also been used in other settings.

Description HOSTS Reading is a mastery learning program that utilizes citizens' and business participation (40,000 volunteers nationally) plus computer technology to improve student reading achievement. HOSTS Reading features a computerized data base involving the cross-referencing of learning materials for teaching. Materials have been indexed to learning objectives in the mastery of reading skills. The data base references 800 titles by 50 publishers. It has been compiled over a period of 13 years by teachers implementing HOSTS.

There is also a HOSTS Math program.

Program evaluation is through pre-post norm referenced tests (CAT and CTBS). Data reported in a 1984 evaluation for grades 2-6 in normal curve equivalent scores indicate statistically significant pre-post differences ($p < .05$) in 100 sites, with percentage gains ranging from 8% to 16%.

Requirements Key school district personnel must investigate program. Superintendent and Board must approve program. Reading instructor, aide, and principal must participate in a four-day training session. Principal must tutor in program. District must be willing to serve as demonstration site.

Costs Start-up costs per school is $2,600. Second-year cost ranges from $100 to $400 per school.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in-home-state and out-of-state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters. (All costs are subject to negotiation.)

Contact ***William E. Gibbons, Executive Director; HOSTS Corporation; 1801 D. Street, Suite #2; Vancouver, BA 98663. (206) 694-1705 or 694-1775.***

Developmental Funding: USOE ESEA Titles I, II, III JDRP No. 75-6 (1/15/75) private and foundation
Recertified (11/84)

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES. A personalized and concentrated reading improvement program for secondary students. Approved by JDRP for students, grades 10-12.

Description This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begins on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

Contact *Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.*

Developmental Funding: USOE ESEA Title I

JDRP No. 74-110 (2/25/75)

LEM: Learning Experience Module (Educational Management Design). A team-approach with a coordinated scheduling and student grouping procedure. Approved by JDRP for students in grades 2-5.

Description Project LEM is an educational plan originally designed for open-space schools. It provides methods for organizing facilities, staff, and students into a coordinated plan that develops positive community-school interaction, increases parent involvement, improves staff skills in instructional techniques, and raises students' mathematical achievement scores.

The LEM design removes classroom walls to create large open spaces that provide for a variety of instructional modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allows teachers to specialize in subject-matter areas as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

Contact *Eleanor Russo, Director of Instructional Programs; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 488-4100., ext. 224.*

Developmental Funding: USOE ESEA Title III

JDRP No. 40 (4/9/73)

PROJECT SIMU-SCHOOL. A program using microcomputers for improved utilization of support personnel, more efficient recordkeeping procedures, and more accessible educational resources. An independent evaluation has shown that the program reduces time required for check in, check out, overdue notice printing, and bibliography production.

Description Automated Library System: A full-function microcomputer-based circulation and reference system for libraries with acquisitions numbering 5,000 to 50,000 or more. The system allows up to 36 subjects per book, supports multiple collections (hardback, softback, media, etc.), is optimized for speed, and has password protection for security. Loans: Identifies student by name or ID number. Checks for outstanding fine (optional) and overdue books. Displays title to provide basis for confirmation of selection. Returns: Identifies volume by accession number. Reports outstanding fine (optional) and book fine (optional), if any. Reference: Supports searching by title, author, or subject. Displays call number, author, title, publisher, copyright date, cost, accession number, and subject headings. Search produces exact match if one exists, otherwise, automatically finds closest match. Allows single-keystroke request for next or previous entry. Indicates if book is on the shelf or on loan. Allows single-keystroke changing of search domain (title, author, or subject) while retaining identity of currently referenced item. Reports: Circulation activity, collection status (inventory), collection management, due and overdue notices by homeroom, teacher circulation, circulation profile (year-to-date). Item maintenance: Special field allows you to determine how title is to be alphabetized. Requires an IBM PC/XT or equivalent (with hard disk).

Contact *M. William Dunklau, Director; Project Simu-School; 8160 San Cristobal; Dallas, TX 75218. (214) 327-6914.*

Developmental Funding: USOE ESEA Title III

IDRP No. 74-77 (6/6/74)

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Achievement; Selective Utilization of Staff—Personalized Approach to Continuous Education. An objective-based reading management system.

Audience Approved by JDRP for students in grades K-6.

Description Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

The multiple choice format of the 1983 revision of the PEGASUS-PACE diagnostic materials supports either hand scoring or computer scoring of diagnostic tests. The computer strand also enables a wide variety of reports to be produced.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

The PEGASUS-PACE Program may be used in conjunction with basal readers and a variety of other instructional materials already available in local schools.

The project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 79-1).

Requirements The program is implemented by classroom teachers rather than special reading teachers. A two-day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills, Teacher's Guide and Key, Learner-Use Diagnostic Instrument.

Costs The Master Volume costs $200. Cost of locally purchased file folders for Resource File is approximately $45. Cost of locally purchased file folders for student records varies with number of students. Informal reading inventories for each teacher cost approximately $6 each. Expenses for initial training at the adopter or D/D site vary. Eight computer diskettes for all levels are $300 and must be used with Mastery Management Master Diskette at $400. (See Project CAM).

Services Awarness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Training can be arranged.

Contact ***Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street, East; Tuscaloosa, AL 35405. (205) 759-5705.***

PROGRAMMED TUTORIAL READING. An individualized, one-to-one tutoring program for slow learners or potential reading failures regardless of economic or demographic background.

Audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4.

Description Programmed Tutorial Reading (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction—frequent and immediate feedback, specified format, and individualized pace—but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutor's decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Requirements Minimum staffing: part-time director/supervisor and tutors. Tutors may be teacher's aides, adult volunteers, or older student. Physical facilities: quiet, well-lighted tutoring site with side-by-side seating at desk or table for tutor and student. Materials: set of basal readers, preferably same as used in classrooms; Tutorial Kit for each tutor; Supervisor's Manual for each supervisor. Training: approximately 30 hours total during school year. Initial training by D/D's after start-up year. PTR can be implemented by single schools or entire school districts.

Costs Personnel: approximately 98% of budget, depending on project size and number of tutors, unless tutors are volunteers. If tutors are teacher's aides and supervisors are part-time Title I teachers or reading specialists, local wage scales will apply. Materials: PTR Kits ($50 average, one kit per teacher with five-year use expectancy). Training: cost to adopter varies with number of days and trainers.

Services Awareness materials are available at no cost. Audiovisual materials are available on loan (return postage must be paid). Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site or adopter site (costs to be negotiated). Implementation information in Supervisor's Manual is keyed to PTR component in basal series. Follow-up technical assistance is available (costs to be negotiated).

Contact ***Phillip Harris, Dir.; Prog. Tutor. Reading Res. and Dev. Center; Indiana University; 2805 East 10th St.; Bloomington, IN 47405. (812) 337-6756. Susan Ward, Director; Prog. Tutor. Reading; Davis Sch. Dist.; 45 E. State St.; Farmington, UT 84025. (801) 451-1117.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-17 (3/18/74)

PROJECT 50/50: A computer technology curriculum for secondary school students.

Audience Approved by JDRP for secondary school students.

Description Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

*COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

*COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

*COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

*COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide five days of training for the computer novice and three days of training for the computer experienced teaching staff. One desk-top microcomputer and a printer are needed for every two students.

Costs Cost for replication is $150 per pupil (n=100). Costs include an administrator to coordinate and supervise all program activities, and teacher and trainer preparation expenses.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students.

Contact *Deborah J. Miles, NDN Coordinator; French River Teacher Center; North Oxford, MA 01537, (617) 987-1626.*

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS: A peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervisory techniques.

Audience Teachers, School Administrators, Supervisory Personnel

Description Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques, with an emphasis on peer clinical concepts and strategies of school supervision. The program helps teachers capitalize on their strengths and improve on their weaknesses. It is designed to provide instructional support for effective and less effective, experienced and inexperienced teachers. The clinical supervision process can be utilized with elementary and secondary teachers of all disciplines and is open to applications for higher education. The program was developed to augment the regular supervisory program and its ultimate goal is to provide each participating school with a cadre of trained peer supervisors. Participants are taught to use an adaptation of Robert Goldheimer's Clinical Supervision Model that includes the following five steps: (1) pre-observation conference, (2) classroom observation, (3) analysis and strategy, (4) post-observation conference, and (5) post-conference analysis. This model provides a mechanism for teachers helping other teachers improve classroom performance and management. Participants are taught non-directive conferencing techniques, factual data gathering procedures, and the recognition of teaching patterns as well as how to plan and implement a local school peer supervision program.

The program can be adopted/adapted by a school district or an individual school. It enables schools with limited resources to provide accessible and regular opportunitites for instructional support and professional development. The ultimate goal of the training program is to provide each participating school with a cadre of peer coaches. The program is expected to increase its impact each year by involving more volunteer teachers in the training program and consequently expanding the number of peer coaches at the local school level. Participants in the training program demonstrated increased knowledge of school supervision and ability to apply clinical supervision techniques. Additional feedback indicates improved classroom performance, greater understanding of the teaching/learning process and an improved attitude toward instructional supervision.

Requirements An administrator and a minimum of two teachers from each participating school are required to participate in an initial 2-day training program. Development of a local school peer support plan and teacher participation in a practicum experience are required. A minimum of 15 participants is preferred for each training session. The program can be adopted by a school district or an individual school. A teacher trainee or an administrator is needed to serve as a program coordinator for each building. One day follow-up required. Second follow-up as needed and/or requested.

Costs Training expenses include: (1) training fee, (2) training manaul at $20 per copy, (3) trainer(s) fee(s) negotiable, (4) hotel accommodations, meals, (5) local transportation, and (6) travel expenses to and from Washington, D.C. (negotiable). Training equipment will include VHS recorder and monitor, overhead projector and projector screen.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Rosalie B. Huff, Resident Supervisory Support for Teachers (RSST); Banneker Academic School: 800 Euclid Street, N.W.; Washington, D.C. 20001; (202) 673-7708.***

Developmental Funding: (OERI No. 82-III (10/28/82)

THE RUTLAND CENTER—DEVELOPMENTAL THERAPY MODEL. A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children, their parents, and teachers.

Audience Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has also been used in other settings with children to age 14.

Description The Rutland Center Developmental Therapy Model is the result of 8 years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of 4 to 8 individuals. On the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. Developmental Therapy has thus established itself as a "growth model" rather than a "deficit model". The model is composed of 4 curriculum areas (behavior, communication, socialization, and preacademics) arranged in 5 developmental stages, each requiring different emphasis and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, 2 resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers 4 types of technical assistance in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training and program evaluation, is provided through a year-long sequence of workshops, on-site visits, special topic workshops, and exchange of audiovisual materials. Project staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits. The Developmental Therapy Institute offers preservice and inservice training to school personnel serving school age emotionally disturbed children and youth. This project's purpose is to increase knowledge and skills of participants for using proven S.E.D. practices based on current developmental theory and research.

Requirements Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel (except in rural areas); provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

Costs The cost of the program is approximately $1,800 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psycho-educational Center Network).

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Karen R. Davis, Proj. Dir.; National Technical Assistance Office; 125 Milner St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685.*

Developmental Funding: USOE BEH

(DRP No. 75-43 (9/3/75)

SCHOOL VOLUNTEER DEVELOPMENT PROJECT. A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

Audience Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics. It has also been used in grades K-1 and 7-12.

Description The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers is provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two adminstrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

Requirments The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

Costs Based on a paid coordinator, the total per-pupil cost per school year is $2.25 ($.31 for start-up, $ .38 for management, $1.56 for operation). This cost can be reduced to approximately .70 if the adopting school or district uses a staff member or volunteer to coordinate the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Johanna Goetz, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title III JDRP No. 75-79 (12/18/75)

SENIOR ELECTIVE PROGRAM. A program exclusively for seniors designed to update curriculum in order to complement an open-space building. Approved by JDRP for students in grade 12.

Description The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar into five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide them during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges. No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school. In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

Contact ***Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd.; Rumson, NJ 07760. (201) 842-1597.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-91 (9/18/74)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies. A structured approach to teaching young people how to positively resolve conflict, to resist crime, and to protect themselves and their property.

Audience Approved by JDRP for fourth- and fifth-graders. Curriculum has been developed for use in grades K-8.

Description This program was initiated by a request from the Director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program. TIPS is a ten-week intervention program aimed at both the perpetrators and victims of crimes. The basic assumption of the program is that increased knowledge about crime resistance concepts will lead to more positive attitudes toward them and subsequently to improved behavior in dealing with them. The goals of the program are to promote and maintain positive student attitudes and behavior, while teaching students to responsibly insure the safety and welfare of themselves and others.

Each grade-level curriculum is contained in a single manual that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplementary information. Concepts presented are appropriate to the skill and reading level of each grade with more sophisticated materials added each year. Topical areas include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime resistance. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. Specific math, reading, and language arts skills are delineated for each lesson. Teacher-guided discussion is supplemented by student activities such as decision making, role playing, creative writing, vocabulary development, graphing, mapping and decoding.

Requirements Project TIPS can be replicated by an individual teacher, a school, or an entire district. One day of staff training, monitoring of implementation, and evaluation of impact are required for adoption. There are no additional facility, equipment, or personnel requirements.

Costs Teacher booklets with student worksheets cost $5; training costs are negotiable; reproduction of student worksheets as desired.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site. Project staff are available to attend out-of-state awareness meetings. Training may be at project or adopter site. Implementation and follow-up services are available to adopters. All costs to be negotiated.

Contact ***Lorell Damron; Project TIPS; Jefferson Annex; Fourth Street NW; Charlottesville, VA 22901. (804) 293-5179.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-21 (5/12/82)

TITLE I MATHEMATICS COMPUTER ASSISTED INSTRUCTION (CAI). A diagnostic/ prescriptive pull-out mathematics program with students receiving 10 minutes of daily concentrated drill on CAI.

Audience Approved by JDRP as a mathematics program for Title I students in grades 2-6.

Description Lafayette Parish had an effective diagnostic-prescriptive mathematics ESEA Title I pull-out program. In order to increase growth in mathematics, computer-assisted instruction was added to an already effective math program. The program is operated with close coordination of math-lab instruction and daily CAI drill. The CAI program adjusts instructions to the level of the students and provides immediate feedback to the student. The CAI program provides daily, weekly, and monthly descriptions of progress and areas of difficulty which the classroom teacher can use to correct specific conceptual misunderstandings. Classroom instruction is imperative in providing conceptual understanding and remediation. Daily CAI drill provides the practice which Title I students especially need. This particular program was operated with 40 minutes a day of mathematics laboratory time and 10 minutes of CAI. The particular program was devised by Computer Curriculum Corporation of Palo Alto, California.

The addition of CAI instruction produces significantly superior achievement when compared to standard mathematics laboratory instruction.

Requirements Math Lab-CAI can be adopted to supplement any regular program if 200 students are enrolled. Two to three days of inservice training are necessary. The project used Computer Curriculum Corporation Programs from Palo Alto, California. Correlation between your project and CAI must be established.

Costs In addition to your regular program, the added dimension of Computer Assisted Instruction costs approximately $200 per student if at least 200 students are enrolled. As the number of students in the program increases the cost decreases proportionately. Since installation costs occur only in the first year courses or purposes, the number of students can be reduced.

Services Awareness materials are available. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mr. Marion J. Cortez, Supervisor; Federally Supported Programs; Lafayette Parish School Board; P.O. Drawer 2158; Lafayette, LA 70502. (318) 232-2620, EXT. 307.***

Developmental Funding: USOE ESEA Title I JDRP No. 82-46 (9/29/82)

URBAN ARTS PROGRAM. A program used to improve instruction in all the arts and to expand school use of community art facilities.

Audience Approved by JDRP for grades 7-12. This program has been used in grades K-6.

Description Since 1970, Minneapolis Schools' Urban Arts program has enabled students to learn from artists and arts organizations. Responding to two basic needs—for better use of the arts in education and better use of a community's arts resources—Urban Arts adapts its key practices to each school's needs and resources. The initial training session focuses on identifying such needs and resources through conferences with teachers and administrators and develops a local plan for Urban Arts practices that fits each school. Five strategies are used: arts practicum workshops for students' arts support crews as curators, camera persons, stage managers, graphics designers, and writers; placing artists in classrooms with students and teacher; activating teachers' arts talents and skills to develop an arts collaborative; connecting arts events and exhibitions to curriculum; and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community—museums, galleries, workshops, concert halls, theaters, and studios—are used extensively.

Adoption requires 3 to 6 days of training workshops for teachers and community arts persons to adopt the 5 basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of 8 and a maximum of 60 persons per training session at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas. Urban Arts has been adopted for programs for the gifted and talented in many locations.

Requirements The Manual for Adopting Urban Arts provides guidance for planning and implementing a custom-made program for each school that employs variations of the five program strategies. Implementation results from plans made during training for use of available resources in the school and community.

Costs Annual maintenance has ranged between $3,000 and $36,000, depending on school size and program complexity.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Training for adopters provides the service of an experienced arts consultant for six days.

Contact Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; Exchange at the Teacher's Center; 110 Pattee Hall; 150 Pillsbury Drive, SE; Minneapolis, MN 55455. (612) 376-8234.

U-SAIL: Utah System Approach to Individualized Learning. An effective, economical, and exportable system for individualization and improvement of instruction.

Audience Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9.

Description When the U-SAIL System is installed, both achievement and attitude gains are made. The program builds skill in program planning, organization, classroom management, effective teaching and student responsibility.

The system provides for the most appropriate task being prescribed for each learner, given the resources available. Prescription is based on the unique needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or recordkeeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized with emphasis on classroom management and effective teaching of basic skills.

Implementation is possible in a variety of settings with local educators. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement.

Support materials are available in mathematics, language arts, and reading.

Requirements Program may be implemented in a single primary, intermediate or middle-school unit, or in total school or district configurations. Two to five days are required for staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provides stabilized change in practice and allows integration of additional content areas into the system. No special facilities are required.

Costs Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained, and follow-up assistance is given. Development of local leadership is emphasized. Adopter costs include stipends paid to teachers for involvement and costs of materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training and follow up is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.***

Developmental Funding: USOE ESEA Title III

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